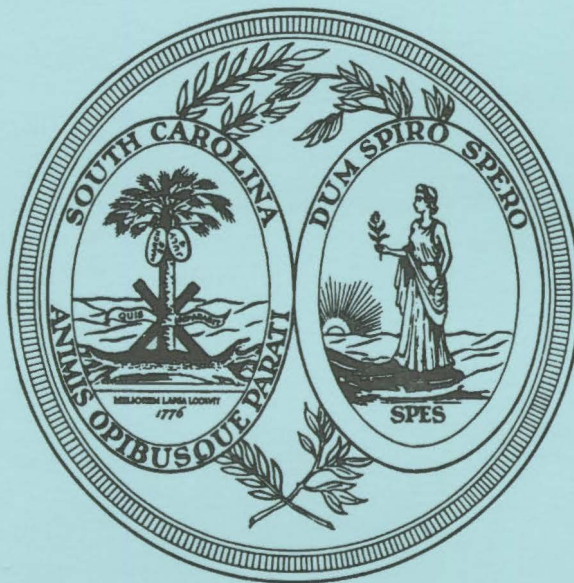


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WIL LOU GRAY OPPORTUNITY SCHOOL



ANNUAL REPORT 1993-1994

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Wil Lou Gray Opportunity School

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MARY CATHERINE NORWOOD, Ph.D.
Superintendent



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Letter of Transmittal

The Honorable Carroll Campbell
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Dear Governor Campbell:

I have the honor to transmit herewith to you, and through you, to the people of South Carolina, the 1993-94 Annual Report of the Wil Lou Gray Opportunity School. This report covers the period from July 1, 1993 to June 30, 1994.

The school has been a cost effective enterprise for the state throughout its history. Every young person we place into the work force returns to our economy many times the investment our state has made in them through the Opportunity School. We look forward to working toward another productive year in 1994-95.

Respectfully submitted,

Olive F. Wilson

Olive F. Wilson
Chairman
Board of Trustees

OFW/bgs



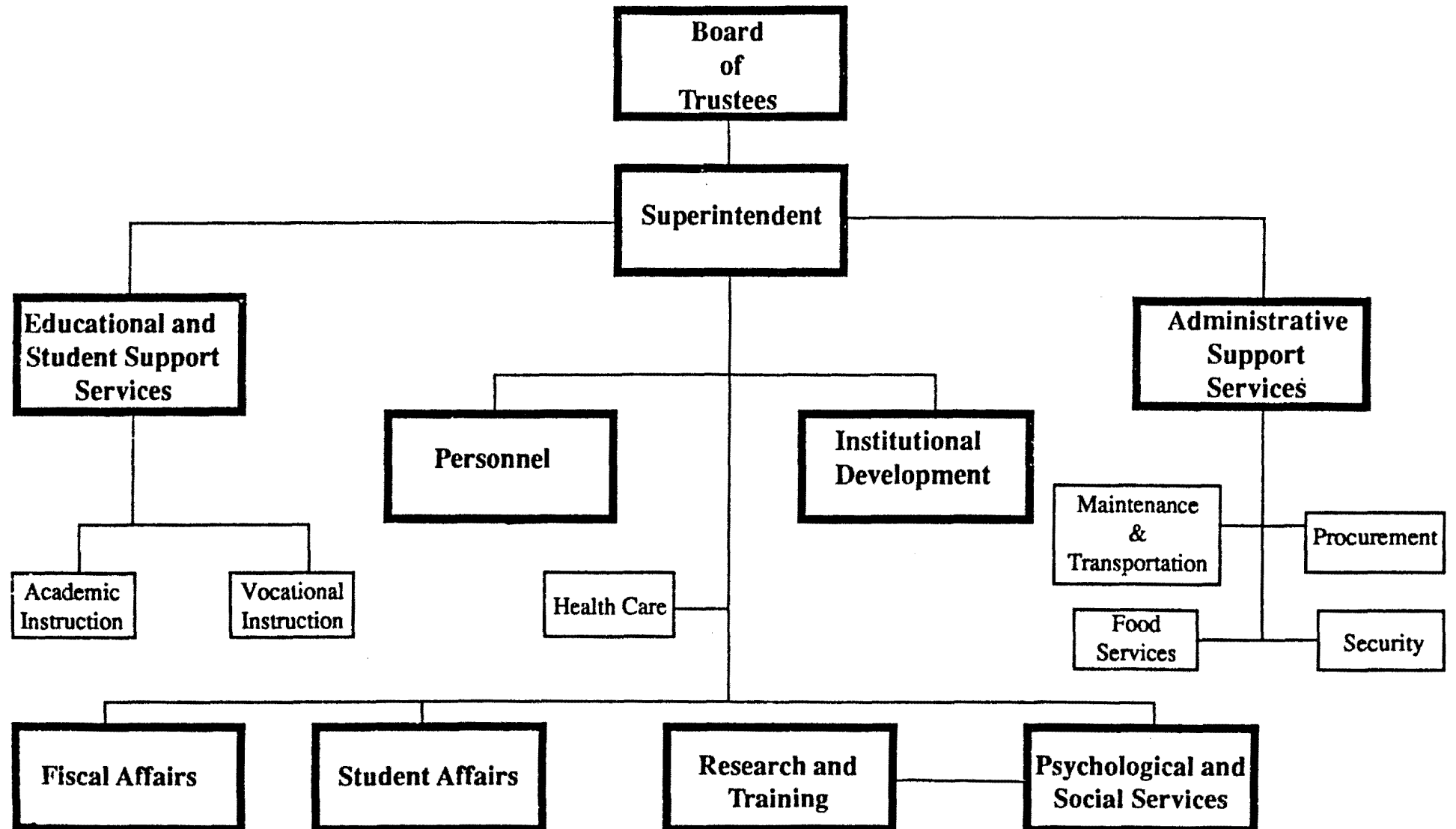
1. First School Of Its Kind
2. Classes That Fit Every Pupil
3. Serving "At Risk" Youth 15 Years Or Older

4. Fully Accredited
5. Individual Development
6. A State Agency

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**Wil Lou Gray
Opportunity School
Organizational Chart
May, 1993**



**WIL LOU GRAY OPPORTUNITY SCHOOL
BOARD OF TRUSTEES**

The Honorable Carroll Campbell, Governor, Ex-officio

The Honorable Barbara S. Nielsen, State Superintendent of Education,
Ex-officio

Mrs. Olive Wilson (Chairman)	Williamston	July 2, 1996
Mrs. Clotilda Diggs	Florence	July 2, 1997
Mrs. Faye Edwards	Gaffney	July 2, 1998
Dr. Marvin Efron	West Columbia	July 2, 1996
Mr. Russell Hart	Inman	July 2, 1997
Mrs. Betty Henderson	Greenwood	July 2, 1995
Ms. Wilhelmina McBride	Columbia	July 2, 1996
Mrs. Elizabeth Moorhead	Gaffney	July 2, 1996
Mr. Vince Rhodes	West Columbia	July 2, 1995
Dr. Louise Scott	Florence	July 2, 1995
Mrs. Elizabeth Thrailkill	Fort Lawn	July 2, 1997
Mrs. Mary Williams	West Columbia	July 2, 1998

ADMINISTRATIVE STAFF

Mary Catherine Norwood, Ph.D., Superintendent

Robert James, Principal

Michael Kelly, Director of Ancillary Services

Pat G. Smith, Director of Administrative Support Services

Suzanne Busenlehner, Accounting Manager

Deborah Haney, Dean of Students

Gloria Lloyd, Human Resource Manager

Gloria Rawl, Head Nurse

George Smith, Director of Development

INTRODUCTION

For more than 65 years the Opportunity School has served the people of South Carolina. From its founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the school has educated and provided vocational life skills training to thousands of citizens of our State. Throughout that time the school has adapted its mission to meet the critical needs of the day. Its efforts in the beginning were focused on the large population of farm women who missed their chance for an education when they were needed to work the farms. Later it served veterans of the Second World War and the Korean War. In the sixties and seventies the school met the needs of many physically handicapped people. All of these efforts, though focused on different populations, had a common theme and mission - providing educational services for those who were not served fully, at the time, by the public school system. Throughout this time the school operated with scant fiscal resources. After becoming a State agency in 1957, the school received annual appropriations from the State, however, those appropriations averaged only 60% of the annual operating cost of the school. In 1993-94 State appropriations comprised 70% of the budget. Federal funds and institutional revenue comprised the difference.

South Carolina is experiencing constant change in its educational system. This change promises a brighter future for today's young South Carolinians. The public schools are being called upon to provide an even broader range of services than they have been required to provide through the State and Federal mandates of the past several years. Many students, especially those with behavioral impairments, severe academic deficiencies, non-supportive home environment and other factors which place young people at risk of not succeeding in the traditional school setting, are finding it increasingly difficult to succeed in the face of stiffened academic requirements. The number of truancy cases handled each year is evidence of this. Presently, our public school system is strengthening its efforts at keeping these young people in school. The increase in remedial programs certainly provides additional help for those with academic deficiencies. Even so, some students are "falling through cracks", especially those with home environments which contribute to their lack of success. These are students who often respond positively to a residential school environment and are the students best served by the Opportunity School. Thus, the current focus of the school, that of an alternative setting for young people who are at risk of dropping out of school and, in general, failing to make the transition between school and the work place, is an extremely relevant mission. Additionally, the school is reaching out beyond the walls of its campus through the Research and Training Center to assist school districts and other agencies who are working with at risk youth. This center focuses effort on researching and disseminating programs that work with at risk youth and establishes the Opportunity School as a base for such efforts around the State.

AGENCY MISSION STATEMENT

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina at least fifteen years of age who are most at risk of:

1. Dropping out and not completing their education, and/or
2. Not making the transition from public schools to the work force, and whose home-school-community environment impedes rather than enhances the chance that they will stay in school and become prepared for employment.

The school provides services to these youth, in a structured residential environment, to prepare and assist them to achieve independence as soon as possible.

In seeking to fulfill its mission, realizing the multiple service needs of these youth, the school provides the following kinds of services:

1. Compensatory Education
2. Intensive Vocational Training
3. Pre-Employment Training
4. Job Placement
5. Counseling
6. Medical/Health.

The school will work with the other systems and agencies to provide resources and facilities which compliment its own facilities and resources, thus avoiding duplication of services.

HISTORY

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "Lay-by-Time" so that farm women and girls could attend, opened August 2, 1921, at Tammasee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on an elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional

means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from 14 to 51 and representing 13 counties, attended the 1922 school. There was no school for men.

Ersine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931, the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults" directed by W.D. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University. This study, with use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of air conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on the basis other than number of units earned. In 1942, the high school testing service as established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who, for a variety of reasons, were unable to complete their formal schooling.

These one-month terms of the Opportunity School, held over a period of twenty-five years, had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit-claim deed through the War Assets Administration for the joint use of the Opportunity School and the Trade School on a ten-year probationary basis. The school's first session in the present

West Columbia location opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School Campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

In 1974, the Legislature renamed the school the Wil Lou Gray Opportunity School to honor its founder.

Modern facilities have replaced temporary Air Base buildings which served over 20 years. Revising and expanding its programs to meet changing needs in a homelike atmosphere, the Opportunity School continues its mission of providing educational opportunities to those who, for a variety of reasons, are not successful in traditional programs. Today, the school's services are greatly expanded to include remedial education, vocational education, job counseling and psychological counseling. Resources provided by the school are targeted toward the needs of young people at risk of dropping out of school and/or failing to make the transition between school and the work place.

LEGAL STATUS

The school is an agency of State Government chartered for the purpose of providing out-of-school youth and adults academic and vocational training. It is managed by a Board of Trustees. Twelve of the trustees are elected by the legislature with each trustee serving for a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the board.

CENTRAL ADMINISTRATION

The organizational chart (figure 1) on page 1 presents the organizational structure of the Wil Lou Gray Opportunity School. The Superintendent is the immediate

executive head of the Wil Lou Gray Opportunity School. She is responsible for the day-to-day operations of the school and administers under the authority of a 14 member Board of Trustees.

The administrative staff for 1993-94 follows:

Dr. Mary Catherine Norwood, Superintendent
Mr. Robert James, Principal
Mr. Michael Kelly, Director of Ancillary Services
Mr. Pat G. Smith, Director of Administrative Support Services
Mrs. Suzanne Busenlehner, Accounting Manager
Ms. Deborah Haney, Dean of Students
Ms. Gloria Lloyd, Human Resource Manager
Ms. Gloria Rawl, Head Nurse
Mr. George Smith, Director of Development.

The central administrative personnel have overall responsibility for long and short-range planning and for accomplishing the major goals and objectives of the Wil Lou Gray Opportunity School.

FY 1993 DEPARTMENTAL REPORTS

Each department has reported information related to its purpose, organization, operation and accomplishments for FY 1993.

RESEARCH AND TRAINING CENTER

PURPOSE

The purpose of the center is to serve as a resource for Wil Lou Gray Opportunity School faculty and staff in their work with at-risk students. This is accomplished by disseminating research and other information relevant to the education of at-risk students, promoting effective practices through grants administration and sponsoring training activities. Additionally, center personnel publish a quarterly newsletter and participate in committee work.

ORGANIZATION AND OPERATION

Center activities are managed by a director and executive support specialist, both of whom are assigned other duties at the agency. The director also supervises the psychological and special services department while the executive support specialist coordinates a number of activities in the admissions process. An advisory committee, operating under guidelines established by the agency's Board of Trustees, provides input and technical assistance to the center's director. Major

undertakings by the center during the 1993-94 school year include:

1. Involvement in statewide forums, workshops and seminars related to at-risk youth.
2. Producing/disseminating a quarterly newsletter, publishing reports of center sponsored forums, sponsoring current studies within the state and collecting information concerning youth at-risk.
3. Coordinating and disseminating information about research conducted by the Wil Lou Gray Opportunity School personnel and/or other agencies working with students or teachers on campus.
4. Providing in-service/workshops/credit course work for Wil Lou Gray Opportunity School staff and others.
5. Maintaining a library of current research and information related to at-risk youth.
6. Arranging practicums/internships and volunteer services to be based at the school.

ACCOMPLISHMENTS

The Advisory Committee met five times during the year and provided valuable guidance for the center. The committee is comprised of 14 members who represent diverse sectors including public education private enterprise, university administration, the political arena, and private citizens.

Three issues of the center's newsletter, The Spotlight were published during the year. The issues focused on the annual auction/roast, school restructuring, student success stories and featured a number of the innovative projects at the Wil Lou Gray Opportunity School that actively engage students in learning. The Spotlight is mailed to approximately 1,000 professionals, citizens, businesses, and other organizations around the state.

The "Arts Afire" grant, a \$9,999.40 award from the State Department of Education, was completed during the year. A new video and an updated curriculum guide incorporating vocational themes within the arts are two products of the project. A number of well-known artists, working in a variety of media, demonstrated their crafts and worked along side students.

The South Carolina Commission on Alcohol and Drug Abuse awarded the agency \$21,989.00 during the year to conduct innovative prevention programs for students. The funds were used to further enhance outdoor education programs already in place and to extend this programming to identified at-risk students from

other programs across the state.

The Young Women's Career Club, a project made possible by a \$19,970.00 Carl A. Perkin's grant, completed a successful year. Fifteen young women participated in the program which included a wide range of activities designed to increase their life skills and enhance their self-esteem.

The center continued to coordinate several University of South Carolina graduate projects during the year. Two graduate level reading courses used the school as a site for practicum. The graduate students were assigned to high school students who have not met standards on the Basic Skills Assessment Program or who are working toward their GED.

EDUCATIONAL PROGRAMS

The Education Department operates under the direct supervision of the Principal. The program operates in a modern, air-conditioned building. The staff consists of a Principal, one secretary, one media specialist, nineteen fully certified teachers, and one day care center director.

The educational program at Wil Lou Gray Opportunity School is designed to provide services to those students in our state who have been unsuccessful in the public schools, and who need additional services if they are to be successful in completing an educational program. Program offerings include courses leading to the regular South Carolina High School Diploma, the regular South Carolina High School Certificate for those students who have not yet mastered the basic skills assessment test, preparation programs designed to enable students to pass the General Educational Development Test, and numerous courses leading to vocational certificates in the areas of building construction, auto mechanics, office occupations, or child care services. Additionally, working in conjunction with the Vocational Rehabilitation Office located on our campus, students are provided with instruction in the skills needed to obtain and keep a job when they leave our school.

To assist in the development of competent child care services workers, Wil Lou Gray has, on our campus, a fully operational and accredited day care center which operates during the regular school day. Students have an opportunity to not only learn the skills necessary, but to actually put those skills into action on a daily basis.

Many students come to the school after many frustrating years of being unsuccessful in the public schools. For this reason, a very important component of the program is remediation. While offering small classes in all areas, specialized remediation in language arts and math is available through Chapter I remedial programs and through specialized computer lab instruction. A WICAT

Lab, a computer lab serving up to 20 students, is staffed by certified personnel and is open to students during the school day. Additionally, this lab is staffed and open after school on all regular school days to allow students to get additional help as needed.

The fact that many students are behind causes them in some cases to be somewhat older than their grade placement would indicate. Many of these students are unable or unwilling to spend the time necessary to complete a high school diploma. The GED program is an excellent means by which they can complete an educational program and move on to further education or to the work place in a shorter period of time.

To expand vocational offerings in an economically feasible manner, agreements have been reached with local technical schools and local adult education programs for students to participate in programs which are not offered on campus.

Student Statistics

During the 1993-94 school year, Wil Lou Gray Opportunity School served 341 students from 39 counties in the state. They ranged in age from 14 to 21, and were in grades 9-12.

Sex

Males:	251
Females:	90

Ethnic Group

Black:	200
White:	134
Other:	7

Method of Payment

Pay Own Way:	111
Full Financial Aid:	104
Half Financial Aid:	27
Vocational Rehabilitation:	99

Age Breakdown

<u>Age</u>	<u>Number of Students</u>
14 (at least 14 yrs. 6 mos.)	23
15	91
16	97
17	71
18	33
19	17
20	5
21	3

<u>Number From Each County</u>	
<u>County</u>	<u>Number of Students</u>
Aiken	14
Allendale	1
Anderson	1
Bamberg	1
Barnwell	4
Beaufort	7
Berkeley	8
Calhoun	1
Charleston	48
Cherokee	2
Chester	2
Chesterfield	7
Clarendon	3
Colleton	2
Darlington	6
Dillon	7
Edgefield	4
Florence	3
Georgetown	6
Greenville	8
Hampton	11
Horry	8
Jasper	4
Kershaw	21
Lancaster	3
Laurens	4
Lee	2
Lexington	51
Marion	3
Marlboro	1
Newberry	1
Orangeburg	18
Richland	44
Saluda	8
Spartanburg	9
Sumter	12
York	2

Performance Results

The educational program is evaluated on the basis of the following performance standards:

1. Ninety percent of all Wil Lou Gray students who remain in the program for a minimum of 45 days will achieve success as measured in one of the following

ways:

A. Successful completion in the program in which they are enrolled. Eighty-seven percent successfully completed the program in which they were enrolled. Ten students received high school diplomas, seven students received high school certificates, ten students received vocational certificates, and eight students completed the GED.

Students who leave the program early will:

B. Successfully return to the public schools. We were able to contact 56% of the students who left our program. Ten percent of those eligible to return to public schools actually did so.

C. Successfully enter the work force. We were able to contact 56% of students who left our program. Two percent of these were gainfully employed.

2. Wil Lou Gray Opportunity School will receive an all clear rating from the State Department of Education.

This standard was met.

3. Student discipline referrals will be reduced by ten percent.

Student discipline referrals have been reduced by 42% over the previous two years.

MEDICAL SERVICES

The health center is staffed by one person, a Registered Nurse. The nurse provides medical attention to the students through assessment, treatment and education. Medical attention is available Monday through Friday, 7:30 - 4:00 p.m. and via beeper after hours.

All medications are stored in the health center and prepared daily for administration. All medications are supervised by the nurse. Records of medication distribution are kept in the health center. Complete medical information is available on all registered students. All immunization records are up-to-date.

The nurse works with dorm staff to provide basic first-aid skills. All dorm staff is trained in CPR. First-aid boxes are stocked and maintained for each dorm.

The nurse is an active participant in the Comprehensive Health Education classes. Health education, disease prevention, pregnancy prevention and counseling is

available to any student at their request. Printed educational material is available to students at their request.

Transportation to outside medically related appointments is provided. These appointments may be with private physicians, health departments, mental health clinics, hospitals or optometrists. Transportation is generally scheduled Monday-Thursday from 9:00 a.m. - 12:30 p.m.

The OSHA program is provided initially to all new staff and annually to other staff. The Hepatitis B injections are current with all paperwork maintained in the health center.

The head nurse continues to be an active participant in the Teen Pregnancy Prevention Committee, as well as attend seminars and workshops to improve nursing skills. Health screenings for Foster Grandparents and Greenthumb workers are provided.

The goal of the health center is to promote "Holistic Wellness" by decreasing over the counter medication and increasing health education.

During the 1993-94 school year, the following students were seen in the health center:

1. Students seen in health center for medical needs:	1741
2. Students referred to outside agencies:	83
3. Students sent home on medical:	57
4. Students sent to mental health:	5
5. Pregnancy tests performed:	13
6. Pregnant students requiring prenatal care:	11
7. Students with chronic illnesses:	5

STUDENT AFFAIRS

The Student Affairs department is designed to provide residential services to those students in the state who have been unsuccessful in the public school, and who need housing and additional services if they are to successfully complete their education. Programs are designed to assist students through reviewing applicants, registration, goal setting, tracking, updating goals and providing programs that assist students in communication, team building, self esteem and adjustment into the Wil Lou Gray program. All discipline for the school, parent conferences and contact, student work programs, transportation, emergency medical, crisis prevention/intervention, case management, special programs and recreation are coordinated by the department. Assisting in writing, evaluating and implementing various grants are also a part of the department's goals.

Personnel

The department is supervised by the Dean of Students. One Director of Cottage Life II and one Clinical Counselor assist the Dean with coordinating discipline, case management, parent contact/conferences, special events, staff and student inservices, on-call status, registrations, tours and outdoor educational programs. These staff also represent the department on the Appeals Committee and sit with the Dean on the Admissions Committee. One Clinical Counselor assists the Dean with accountability/interventions and discipline of all students during the school day. Five Youth Counselors serve as Case Management Coordinators along with their assigned duties of dorm management. Four Youth Counselors serve as Lead Counselors, for the four shifts the department is scheduled, along with their assigned duties of dorm management. All other Youth Counselors are responsible for the care of five dormitories and recreation including student behavior/activity during the afternoon/evening hours and twenty-four hours per day each weekend.

Training

Staff have attended a variety of workshops/in-services during the school year. Training has been received in CPR/first aid, outdoor education, case management, drug and alcohol education, leadership and management, Student Assistance Program and other training that deals with at-risk students.

Staff have also conducted a variety of workshops for off campus adult and student groups. Areas of training include leadership, communications, goal setting, case management, and teacher training in experiential education.

Case Management

The department coordinates all facets of the Case Management Program including staff development, communication meetings, assigning students to teams, scheduling student/parent and team meetings, filing documentation, monthly audits and maintaining Case Management file room. Every student in the school is assigned a team consisting of one youth counselor, teacher, guidance counselor, vocational counselor and any resource staff the team deems necessary.

A Dorm

38 students assigned in 1993-94
6 meetings per student scheduled
27 students completed the school year

B Dorm

48 students assigned in 1993-94
6 meetings per student scheduled
22 students completed the school year

C Dorm

78 students assigned in 1993-94
5 meetings per student scheduled
40 students completed the school year

D Dorm

56 students assigned in 1993-94
6 meetings per student scheduled
30 students completed the school year

E Dorm

112 students assigned in 1993-94
2 meetings per student scheduled
32 students completed the school year.

*Meetings for E dorm are lower because of the shorter length of stay in this dorm prior to being moved to C and/or D dorms.

OUTDOOR EDUCATION PROGRAM

This program is designed to assist students in communication skills, self esteem, understanding self and others, team building, leadership and goal setting. A variety of activities/programs have been developed to meet the various needs of the students and for off campus groups. These programs are utilized to develop a better understanding between students and student/faculty/staff, orientation for new students and to develop skills that will enable students to better attain their goals.

ROPES:	208 individuals completed 1993-94
Challenge By Choice:	143 individuals completed 1993-94
Retreats:	126 individuals completed 1993-94.

The Nature Center is a comprehensive program of animal awareness, care and education. The center is supervised by a youth counselor/naturalist who also coordinates the Ambassador program. This group consist of students who are trained to handle animals and impart their knowledge of them in presentations to school children and the community at large.

POSITIVE REINFORCEMENT PROGRAMS

Phase II, III and Honor Club status is obtained by students working special programs and successfully following the guidelines of the school program. Special privileges and honors are established for each phase as students work through the program. Seventy-percent of the students maintained phase III and Honor Club during the 1993-94 school year. All students that were involved in Honor Club placed their name in the drawing where one name was drawn and rewarded a vehicle donated to the school.

DEAN'S MONTHLY MEETINGS

Once each month the Dean holds informative meetings with the staff and student body for education in areas such as drug and alcohol, teen pregnancy and other issues concerning young people. The meetings also involved standing room inspections for all students.

MALE MINORITY PROGRAM

This program was led by one of the volunteers from the Columbia business community. Issues such as drug abuse, teen fathers, vocational and educational options, cultural/social programs and self esteem workshops were part of the offerings of this program.

SPECIAL PROGRAMS

Many creative programs were offered during the 1993-94 school year. Programs such as International Day, Gospel Fest, Black History Festival, Adopt-A-Highway, Christmas Jeopardy/Party, Wil Lou Gray Olympics, Drug and Alcohol Adventure Based Counseling. For this first time the Parents' Day and Mr. and Miss Wil Lou Gray Pageant was coupled and dated for the students' return to campus from Thanksgiving break. Attendance for this program more than doubled.

YOUNG WOMEN'S CAREER CLUB

Fifteen young women participated in this successful program that included training and exploration into various career areas. This program was possible through the funds of the Carl A. Perkins Grant and assisted students in social/cultural programs and assist in improving their self esteem through activities such as drivers education.

BEHAVIORAL INTERVENTION

The Student Affairs Department coordinated all discipline, parent contact and parent conferences. Monthly reports were sent to all faculty and staff. In only one school year students being referred to the in-school program reduced by 37%. Reports from faculty and administration stated that students were in class and on time more than in years past.

PERFORMANCE MEASURES

1. Student activity enrollment and attendance will increase by 25%.

Measurement: Student participation in scheduled activities rose by 48%.

2. Phase III and Honor Club status will be maintained by 80% of students achieving that status.

Measurement: The percentage of students maintaining Phase III and Honor Club was 70%.

3. Obtain a 10% reduction in repeat offenses following participation in the behavioral intervention program (ISS).

Measurement: Based on statistics, there was 37% reduction in the number of repeat offenses following ISS referrals. This success rate can be attributed to the increased use of intervention techniques from staff members. Such creative means have become very instrumental in influencing overall student behavior.

4. Case Management teams will document meetings with students at least once each month.

Measurement: Students are seen by Case Management teams once every three weeks for females and once a month for males.

One vast improvement for the 1993-94 school year has been the creation of the Case Management Summary Sheet. This form details the results of each meeting held from the perspective of each participating department. A copy of this sheet is placed in students' files and a copy is mailed home to parents.

PSYCHOLOGICAL AND SPECIAL SERVICES

PURPOSE

The purpose of the department is to provide a comprehensive, developmental guidance program targeted to meet the needs of students at-risk for school failure. Additionally, the coordination of special education services is housed within the department. These two major functions encompass an array of activities designed to address the personal, social occupational, and academic domains in all enrolled students' lives. The agency's admissions process is managed within this department and the Research and Training Center.

ORGANIZATION AND OPERATION

The department has maintained continuity in terms of positions and the personnel in them for the past four years. Supervision is provided by a coordinator who is certified as a School Psychologist II by the State Department of Education. There are three certified guidance counselors, one of whom is also a licensed social worker, and another who holds a level one certificate as a school psychologist. A clinical counselor position is funded by the Department of Alcohol and other Drug Services. A full-time executive support specialist is also part of the team. The coordinator and counselors provide services during the school day as well as selected evening hours. A designated staff member is on call at all times that students are on campus.

DEPARTMENT ACTIVITIES

Mission

Department personnel are guided by the mission statement they developed together over two years ago:

The department is committed to providing quality educational support services to Wil Lou Gray Opportunity School students so they may achieve their full potential; and to collaborating with families, school staff and others concerned with the students' development.

The staff used this statement to shape their guidance plan which led to accomplishments in the following areas:

Case Management

The three guidance counselors represent the department on four of the five case management teams in operation. The fifth team is represented by a School Social Worker assigned to the academic department. Each case management team also includes a teacher, a dorm counselor and a vocational rehabilitation specialist. Every student at school is assigned to one of the five case management teams.

The counselors and other case management team members interviewed over 350 students in meetings during the year. The counselors frequently drew group and individual counseling referrals from these meetings and also arranged for family conferences. A performance measure developed during the year was that a student information sheet for each new enrollee would be developed and distributed to all staff within a week of enrollment. This goal was met at a 95% performance level.

Counseling

Individual and group counseling are major activities undertaken within the department. Counseling may be conducted in structured group meetings, within a private office, or through off-campus retreats, among other strategies. Throughout the school year approximately 120 students were seen monthly by the counseling staff in individual sessions and nearly 180 students were involved in group activities each month. Two performance measures were developed in the counseling area. One was that case notes by counselors would be completed within two weeks of each session. This measure was achieved at a 90% performance level. The other was that each new student will receive an orientation by a counselor within 30 days of enrollment. This performance measure was met 95% of the time.

Issues brought to counseling sessions include common themes such as relationship problems; difficulties with school work; arguments and authorities (at home and in school); depression; uncertainty about future plans; and difficulty adjusting to a group living situation. Students also sought help regarding pregnancy; aggression (their's and other's); employment; additional education; and instability

in their home life.

Admissions

A major function of the agency, administered by personnel in the psychology and research departments, is the admissions process. A committee of administrators, chaired by the department director, reviews every application for enrollment. During the 1993/94 year, 517 applications were reviewed. Of those, 415 students were approved for admissions and 341 actually enrolled. A performance measure for this area is 100% of all applications reviewed will receive a written response regarding a decision within one week. That goal was met in 95% of all cases.

Special Education Coordination

The department coordinator is responsible for the identification and placement of students within special education classes at the school. Additionally, all matters relating to due process for students with disabilities, paperwork associated with Chapter One Handicapped, and the management of Individual Education Plan (IEP) meetings are the responsibility of the coordinator. The school uses the resource model of special education classes and serves students who have learning disabilities, emotional disabilities, or mild mental disabilities. Three certified teachers, who report to the school principal, provided special education classes during 1993-94. Fifteen students were reported on the December 1, 1993, Chapter One count; twenty-eight special education students were served throughout the school year. A performance measure in this area was established for timely completion of all paperwork related to an individual education plan (IEP). The goal, completion within one week of the IEP meeting, was met 100% of the time.

Substance Abuse and Intervention

The agency concluded a second year of services to students through a clinical counselor position funded by the Department of Alcohol and Other Drug Abuse Services. The majority of students enrolled are considered to be at-risk for substance abuse given a constellation of identified risk factors which apply to them. A range of services are provided by the clinical counselor including an on-going drug-free group, individual counseling, and access to 12-step recovery programs. During the 1993-94 school year over 160 students were referred for substance abuse services. Nearly 225 students participated in an assortment of activities sponsored by the clinical counselor.

OFFICE OF HUMAN RESOURCES

The Office of Human Resources provides recruitment, selection, payroll changes, benefits and other personnel procedures.

During the year, eleven (11) full-time, ten (10) temporary employees and four (4) students were employed. There were nine (9) employees resigned/terminated and two (2) retired.

Several workshops were attended: Benefits at Work Conference, S. C. Brightside Health Promotion Conference, Worker's Compensation Employer Seminar and Human Resources Conference.

The annual campaigns have been coordinated: Annual Good Health Appeal, Savings Bond, United Way Campaign and Annual Enrollment.

An Employee Health Promotion Program has been established with activities scheduled. The staff is excited about the program at this time.

The Employee of the Quarter Program is on-going. The nominees for the year were: Mrs. Marilyn Lloyd, Teacher; Mr. Charles Stepro, Clinical Counselor; Mr. Stacy Walker, Clinical Counselor; and Miss Tamara Gordon, Clinical Counselor. Plaques are awarded at the Board of Trustees meetings.

INSTITUTIONAL DEVELOPMENT

PURPOSE

The purpose of the Office of Institutional Development is to communicate and disseminate accurate information to parents, professionals and students seeking admissions to the Wil Lou Gray Opportunity School or to someone making a referral. Assistance is given to families and agencies in understanding admission procedures and available scholarships. A yearly plan is designed to secure additional fiscal resources from the private sector. Electronic and print media are utilized to help disseminate agency information about staff and student honors.

ORGANIZATION AND OPERATION

The Office of Institutional Development managed by one employee whose responsibility is to disseminate the agency's information statewide. This information is the admission requirements that human service agencies, school districts and families need when a prospective student seeks admissions. Included in this information are applications for admission, academic and vocational curricula, cost, available scholarships, brochures, and other pertinent information necessary to help students register for classes. Much information is transferred to guidance personnel, principals, school district employees, Vocational Rehabilitation counselors and Department of Social Service workers through South Carolina. Agency brochures are provided to prospective students when individuals request information about the Wil Lou Gray Opportunity School.

The Wil Lou Gray Foundation solicits support from business and community leaders to fund student scholarships, medical needs, the food bank and other student/agency concerns for the Opportunity School. The Dick Horne Foundation is called upon for their support to provide student scholarship for those individuals

from the Orangeburg County area.

ACCOMPLISHMENTS

During the 1993-1994 school year the Wil Lou Gray Foundation raised more than \$41,000 for the Opportunity School. Laidlaw Environmental gave \$1000 while Lexington State Bank donated another \$1500. The Bonner Family Trust and a medical supply business each donated \$1500 to purchase a computer system for the library. The medical supply business also donated a large computer for the library. A very successful oyster/quail roast with benefit auction was enjoyed with approximately 450 people attending. More than 300 items were donated for the auction. This event brought much publicity to the agency in the Columbia area and was entertaining to all who attended. Corporations and businesses both locally and from across South Carolina donated items for auction to help the students served at the Opportunity School. The event raised more than \$14,000.

More than 100 column inches of news items were published in newspapers from across South Carolina and several conferences were attended for exhibiting and making presentations to the public.

ADMINISTRATIVE SUPPORT SERVICES

PURPOSE

The purpose of the Division of Administrative Support Services is to provide support services to all phases of the total school program as necessary. The division consists of the following departments: Food Services, Maintenance, Procurement, Public Safety and Transportation.

Food Service: To establish a nutritious and well-balanced food services program which will provide variety and encourage participation.

Operations and Maintenance: To maintain a progressive, preventative maintenance program designed to maintain all equipment, buildings and grounds at optimum efficiency.

Procurement: To establish a responsive, cost effective procurement function to ensure that all supply and material needs are met.

Public Safety: To ensure a safe and secure campus environment.

Transportation: To provide adequate transportation service in support of all departments.

ORGANIZATION AND OPERATION

Food Service: Food Service was provided by a staff of seven people under the direction of a food service supervisor. The food service personnel include the following: One food service supervisor, four cooks and two food service aides.

The staff of seven food service personnel provided three meals daily to students, seven days a week. Additionally, the staff was frequently called upon to help with special campus events including student cookouts and banquets. An emphasis was placed on creating a warm and cordial atmosphere for the students.

Operation and Maintenance: The maintenance service for 174,000 square feet of building space and approximately 90 acres of campus was provided by a staff of twelve people under the direction of a maintenance supervisor. The staff includes the following personnel: One maintenance supervisor, one carpenter, one painter, two mechanics, three trade helpers and two janitors. Additionally, grounds maintenance is under the care of two grounds workers. The maintenance effort is supplemented by a corrections department inmate labor force of eleven inmates who are utilized in support of various support service assignments.

Procurement: The procurement office processed approximately 1,000 purchase orders for a wide variety of requests. Acquisition from food supplies to medical supplies to maintenance supplies to educational supplies was accomplished through all methods of source selection. The Materials Management Office handled all requests over the certification limit of the Wil Lou Gray Opportunity School.

Public Safety: Overall campus safety and security is provided by two public safety officers who are certified as law enforcement officers by the S. C. Criminal Justice Academy. Public safety is provided seven days a week to ensure a safe campus environment for our students and adequate security for 30 campus buildings.

Transportation: Transportation requirements are met by the transportation courier for a variety of needs. Administrative needs and supply handling are coordinated through transportation. Fourteen agency vehicles are serviced and maintained to support a variety of school activities.

ACCOMPLISHMENTS

Food Service

The food service staff was called upon frequently this year to lend support for the accomplishment of many special functions. Some of these events were: Thanksgiving and Christmas luncheons, International Day and Commencement Luncheon. The food service supervisor attended the USDA training conference

in August to familiarize herself with the new changes in USDA regulations. The Wil Lou Gray Opportunity School hosted the USDA regional training conference. New guidelines in school nutrition will require a reduction in sodium and cholesterol and a more nutritional menu for meals. In accordance with the spirit of these regulations, the food service staff designed and will implement a healthier menu. An objective of 5% fat content reduction for each meal was achieved for the year.

Operations and Maintenance

The maintenance staff maintained the cleanliness and upkeep on a total of 23 campus buildings and 90 acres. The staff responded to more than 500 work orders for all types of maintenance requests. The departmental objective for work order response was 75% completion rate within three days. The annual completion rate was 78% within three days.

A Technology Plan was submitted to the Division of Information Resource Management, projecting the needs of the agency for technological services for the coming fiscal year.

The mechanical system renovation continued into the year with construction and replacement work in campus housing completed and renovation planned for the gym/canteen, classroom building, maintenance shop and warehouse.

The shower room renovation project was completed during the year and vastly improved the condition, ventilation and repetitive maintenance in each dorm. In addition, the classroom and each dormitory now have ADA compliant bathroom facilities.

As evidence of the Wil Lou Gray Opportunity School's success in procurement management, the Budget and Control Board awarded a higher procurement certification of \$25,000 to the Opportunity School.

A five year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. The approved plan included a request for additional covered walkways to connect all buildings. In anticipation of sustained, increased enrollment, were a male dormitory and three classrooms to support our enrollment growth.

FISCAL AFFAIRS

The Office of Fiscal Affairs encompasses all facets of fiscal operations. They are: accounting, budgeting, payroll administration and financial reporting. The Office of Fiscal Affairs is staffed by four employees under the supervision of an accounting manager.

During the year, all procedures were evaluated and revised where necessary. Improved computer technology was installed and a new staff member was hired and trained.

FISCAL AFFAIRS MEASUREMENTS

1. Required time to obtain current billing information and do actual billing will be reduced by 10%.

Measurement: The billing information and actual billings were reduced by 10% during months July through December, 1993. However, due to the retirement of a staff member in charge of billing, the billing time increased during the instructional period of the new billing clerk.

2. There will be no more than two monthly corrections issued by the CG's office.

Measurement: There was an average of 1.8 object code errors made per month. Two of these errors were major code errors and the balance were minor code errors.

3. The need for extensive explanation of the accounting system information provided to the Superintendent, Board of Trustees and department heads will be reduced through refinements to the computer system. Evaluation will be made by the number of inquiries by the above groups.

Measurement: In January of 1994 the accounting system was explained to the Board of Trustees. New members were there and it appeared as if they understood the format of the reports. The Student Affairs staff was addressed to explain the "how and when to" purchase anything by the agency. Results of not following the procedures were also explained. Many questions were asked and explained. There has been very little deviation from the procedures.

There have been no questions from the Superintendent, the Board of Trustees or from the department heads that would indicate a failure to understand the financial reports.

WIL LOU GRAY OPPORTUNITY SCHOOL
SUMMARY OF INCOME AND EXPENDITURES
FISCAL YEAR 1993 - 1994

	STATE	FEDERAL	OTHER	TOTAL
BEGINNING CASH BALANCE		971	213,467	214,439
INCOME & REVENUE:				
STATE APPROPRIATION:	2,669,392			2,669,392
Adjustments to appropriation	(195,873)			(195,873)
EARMARKED FUNDS:				
Special Deposits			247,658	247,658
Capital Projects			216,206	216,206
Capital Improvements				
RESTRICTED FUNDS:				
Palmeto Patriots-				
Investment Earnings			69	69
Education Improvement Act (EIA)			385,363	385,363
FEDERAL FUNDS:				
Block Grant - Library		1,433		1,433
Program for the Handicapped		7,851		7,851
Chapter 1 Neglected & Delinquent Children		7,818		7,818
Young Womens Career Grant		2,977		2,977
Drug Free		363		363
USDA-Breakfast & Lunch Program		70,191		70,191
Student Intervention Grant		23,100		23,100
DAODAS Summer Grant for High Risk Youth		2,555		2,555
DAODAS School Year Grant for High Risk Youth		12,757		12,757
Indirect Cost For General Fund		5,917		5,917
TOTAL INCOME AND REVENUE	2,473,519	135,933	1,062,764	3,672,215

	PERSONAL SERVICE	OPERATING EXPENSES	EMPLOYEE BENEFITS	NON-RECURRING EXPENDITURES	TOTAL
EXPENDITURES:					
Administration	350,096	28,976			379,072
Educational Programs:					0
Academic Program	493,890	63,508			557,398
Vocational Education Program	102,308	102,027			204,334
Library Program	27,921	4,007			31,928
Student Services	612,052	52,896			664,949
Support Services	363,731	483,223			846,953
Employee Contributions			548,782		548,782
Non-Recurring Expenditures					0
Capital Projects		218,313			218,313
Indirect Cost to General Fund		5,917			5,917
TOTAL EXPENDITURES	1,949,998	958,867	548,782	0	3,457,647

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.39</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>356.83</u>
Printing Cost - Individual Agency (requesting over 255 copies and/or halftones)	\$ <u>—</u>
Total Printing Cost	\$ <u>356.83</u>